

FOOD BASICS EVALUATION

FINAL REPORT

BY

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ADMINISTRATIVE DOCUMENTS
DOCUMENT DE TRAVAIL

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EXECUTIVE SUMMARY

Food Basics Program Evaluation

Food Basics is a food shopping and nutrition information program sponsored by Consumer and Corporate Affairs Canada. The major goal of the Food Basics program has been defined as "to help consumers obtain better value and nutrition for their food dollar, considering their individual lifestyles."

The program involved having kits of food shopping and nutrition teaching materials available in CCA district offices for use by teachers, food professionals, and other group leaders. The Food Basics kit, available in either French or English, was created by two Consumer Service officers, edited by CCA's Communication Services and verified for accuracy by: Food Policy Group, Marketing Practices Branch, Consumer Fraud Protection Branch and Consumer Services Branch. The contents of the kit cover a variety of topics including Shopping Safeguards, Planning Your Food Dollar, and the Grocery Store Game.

The Food Basics program involved three levels: the CCA district officer level; the group leader level; and the final recipient level. The performance of the Food Basics program on all three levels was evaluated. The following comments summarize the major findings:

- Reactions of district officers to the Food Basics program differed widely. The three most common were (1) district officers who were enthusiastic; (2) district officers who thought the program was an irritating but manageable bother; and (3) district officers who had difficulty with the kits. These differences were largely due to differences among the districts in terms of regional needs, district office resources, and district officers' knowledge in the food and nutrition area.

- . Largely as a consequence of these problems, goals for numbers and types of final users were not achieved by the Food Basics program.
- . There was reasonable agreement among the reactions to the Food Basics program by the group leaders. In general they were appreciative of the material. In particular they were enthusiastic about its Canadian content.
- . The majority of group leaders also indicated they would appreciate the opportunity to buy the kit so they could have it as a permanent part of their materials.
- . There were, however, complaints that the kit was too bulky and too complex for the less knowledgeable group leader.
- . The impact of the Food Basics program on recipient knowledge was generally positive. However the small number of groups which participated in the final phase of the evaluation, coupled with the apparently relatively small impact of a single Food Basics session made it difficult to conclude much about the program on the final recipient level.

This mixture of positive and negative aspects of the Food Basics program prompts the following recommendations:

- . That the program be continued but with reduced expectations of the level of usage.
- . That the Food Basics program goals, both for types of audiences and number of completed questionnaires, be considered only as regional indicators and not be regarded as a yardstick against which to measure program success.
- . That the Food Basics kit be broken down and packaged into individual sections, particularly the Grocery Store Game.
- . That consideration be given to offering the kit for sale to school boards and other interested organizations.
- . That more emphasis be placed on the Canadian content of the kit.

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1. BACKGROUND

Food Basics is a food shopping and nutrition information program sponsored by Consumer and Corporate Affairs Canada. The program has developed teaching aid kits covering a variety of food topics. These Food Basic kits are made available through CCA field offices to individuals conducting group learning sessions for consumers on how to obtain the best value and nutrition for the food dollar.

The major goal of the Food Basics program has been defined as "to help consumers obtain better value and nutrition for their food dollar, considering their individual lifestyles".¹ The inclusion of the last phrase ("considering their individual lifestyles") was designed to make it clear that the federal government can't make value judgements for individual consumers. Instead the program is designed to provide information so that the consumer can be aware of food shopping habits which will reduce the chances of overspending on food.

Overall evaluation of the Food Basics program has three different stages. The first stage involved informal evaluation by group leaders of the type of teaching material provided. This stage of the evaluation was performed before the kits were finalized and sent to the CCA field offices. According to Myrna Andrew, the results were quite positive.²

1. Memorandum from Myrna Andrew, Food Basics Program Manager, Consumer Services Branch to Lee McCabe, Acting Director, Consumer Research and Evaluation Branch, April 18, 1979, page 4.

2. *ibid.* pg. 6.

The second stage of the evaluation process studied the implementation of the program. This involved two different aspects:

- The evaluation of the ease or difficulty in administering the program at the district office level. Mr. John Woods and Ms. Nancy Downing of CCAC have visited 14 of the district offices to discuss district officers' experiences with the program.
- The evaluation of the usefulness of the Food Basics kit teaching materials to the group leaders. Questionnaires were included with each lending of the kit. Information collected included data on perceived value of the material, information on characteristics of the consumers who participated in the group, and specification of what part of the Food Basics kit was used in the group session.

These steps were carried out between September, 1979 and April, 1980. Mr. John Woods of CCAC/CREB has summarized the results of this evaluation of the implementation of Food Basics. This report on the implementation analysis is presented as Section 2 of this final report.

The third stage in the overall evaluation of the program involved a study of the impact of the Food Basics material on the consumers who are recipients of the information. This stage of the evaluation was a combined effort of Mr. Woods and Dr. J.D. Wharton of the University of Manitoba. Mr. Woods did much of the work designing the questionnaire and all of the work coordinating the CCAC district office efforts. The CCAC district offices found recipient groups to participate in the study. Dr. Wharton assisted in the design of the impact research and has completed the analysis and reporting of these results. Her report on the impact analysis is presented as Section 3 of this final report.

Lastly, the observations and conclusions covering both the implementation and impact evaluation is presented in Sections 4 and 5.

2. IMPLEMENTATION EVALUATION

2.1 Introduction

This section is a report on the phase one evaluation of CCA Consumer Services Food Basics program; a program which was the result of Consumer Services Regional Managers' desire to have differing food activities across the country integrated into a national effort. Consumer Services' officers needed some resource materials to support and build on their consumer food information activities.

There were two main sources of information for the phase one evaluation: the leader's questionnaire and on site visits with the Consumer Services district officers that were conducted by CREB officers during January-March 1980.

The Food Basics kit, available in either French or English, was created by two Consumer Services officers, edited by CCA's Communication Services and verified for accuracy by: Food Policy Group, Marketing Practices Branch, Consumer Fraud Protection Branch and Consumer Services Branch. The design of the kit was such that each section could be used independently as a teaching tool. The contents of the kit cover a variety of topics including Shopping Safeguards, Planning Your Food Dollar and the Grocery Store Game.

There were three conferences held during 1979*, where it was anticipated that the majority of the "leader" target groups would

* Consumers' Association of Canada - June 10-13, Sackville, N.B.
Canadian Dietetic Association - June 25-28, Halifax, N.S.
Canadian Home Economics Association - July 3-6, St. John's, Nfld.

come from. These were: the Consumers' Association of Canada, Canadian dietitians and nutritionists and Canadian home economists. At each of these conferences a Consumer and Corporate Affairs information booth was set up. A mock-up of the Food Basics kit was displayed and the "Grocery Store Game" audio-visual was shown. However, during the third conference, the Food Basics kit was actually presented (in part, as the kit was not yet completed.)

During August 1979, Consumer Services Headquarters arranged for the distribution of the Food Basics kits to their district offices across Canada. The kit, which includes some nine sections, is lent to users (group leaders) who plan to use one or more sections of the kit with their particular group or simply for consultation. The structure of the kit is such that a leader who has no food background would have difficulty in making a presentation without a great deal of preparation. In addition, leaders were requested to complete a lengthy questionnaire after each presentation with a new audience.

The national audience goal established for the program was "to present the Food Basics kit in some "teaching" situation to at least 20,000 consumers; and to present the complete series of kit programs in detail (this is estimated to take 12 hours) to at least 50 groups of 20 participants each".³ The major national target groups were: "50% to be parents of children up to 18 years of age, 25% to be young adults ages 18-25 years, 25% to be teenagers". In total, about 1,800 evaluations were expected. The results of the leader questionnaire

3. Food Basics Program: Guidelines for Implementations, p. 7.

show that only about 50% of each target was achieved with the exception of teenagers who were right on target in terms of percentage, and less than a third (1/3) of the expected number of evaluations were returned (504). The possible reasons for this are discussed in the next section.

2.2 Administration and Marketing

The targets established, both for audiences and evaluations, were the result of an estimate of maximum kit use made at CCAC Headquarters. In addition, it appears that the accessibility of adults to participate in these groups was taken for granted. No start up time was allowed for district officers to become familiar with the contents of the kit, or to develop a strategy for a lending network. The district officers were not consulted regarding the feasibility of these targets for their own areas, and a number of them suggested during our visits that the targets were unrealistic.

In defense of the target estimate, it can be said that originally the intention of the kit was for Consumer Services district officers to conduct group sessions, but that with government cutbacks in the field it became impractical to expect them to assume these extra duties. Unfortunately, although the strategy was changed, the structure of the kit was not, so that group leaders (from the general public) who did not have a food background, were often intimidated by the size of the kit as well as the possibility of being unable to answer their audience's questions. This was also the case for some of the district officers who did not have a food related background.

There was no formal orientation given by Consumer Services Head-

quarters to the district officers. Instead, they were provided with a booklet of instructions and expectations. In addition, the marketing of the kit was left to the discretion of each district office, although a list of suggested contacts was included in the instruction booklet. During our interviews the question of a marketing seminar brought mixed reactions from the district officers. Some said that it would have been of great benefit, while others felt that it was totally unnecessary (the latter were usually from offices that had more than one officer).

In terms of promoting the kit to potential leaders, the methods used varied considerably across the country. The district officers are to be commended for their resourcefulness in utilizing newspaper articles, letters to teachers, T.V. programs, phone calls, displays at home economist conventions, newsletters, personal interviews over the radio, provincial Departments of Agriculture, school boards and word of mouth. However, because of other constraints on their time, some officers, particularly where only one officer was available, were unable to devote much attention to the program (a situation that is likely to continue). Other comments received during our on site visits with the district officers ranged from the kit being excellent to the kit being unrelated to what was asked for. There was almost universal agreement that the kit was too large and bulky, and that this created two problems: that it intimidated the potential user and that where large audiences were to take part in the session there was not enough room in the kit for publications.

In a number of cases, the kits were borrowed on a consulting basis (approximately 1/4 of the time), and then were returned without

a completed questionnaire because it had not been used with a group. The district officers do not get credit for this type of loan and many felt that a consultation should be regarded the same as a kit returned with a completed questionnaire. Particularly since there was resistance from leaders, who used only part of the kit with groups, to complete the questionnaire. Perhaps the greatest obstacle in getting leaders to fill in the questionnaire was the questionnaire itself. Without exception, the comments received were that it was far too long and some even considered it offensive.

On the plus side, the Canadian content of the kit was viewed as an asset in promoting it. Also, the comments from the leaders to the district officers regarding the contents of the kit were generally very positive. In fact, many users asked if it would be possible to purchase the kit.

There were no serious shortages of kits, although it was felt that there might have been if there had been greater advertising or promotion. Arrangements for users to obtain the kit included pick up, courier service, CN express, bus and train, and there were no serious problems except where large audiences were involved (because of the extra publications to be included in the kit). It took anywhere from 1 1/2 hours to three hours to contact a potential user, explain the kit and arrange for delivery, and average turn-around time for a kit not on permanent loan was about three weeks.

2.3 Leader Reaction

The most popular by far of all the sections in the kit was the Grocery Store Game. A full 85% of all the completed questionnaires

specified having covered this section. In fact, when only one topic was covered, the Grocery Store Game was chosen 91.5% of the time. There were two other fairly popular sections, Planning Your Food Dollar (43%) and Shopping Safeguards (38%). The rest of the sections were used by less than 23% of the completed questionnaires. Approximately 70% of the users covered three or less sections of the kit.

It is estimated that a total of 11,175 consumers were reached with an average audience of twenty-two. The following table shows the distribution:

TABLE 1

<u>AUDIENCE TYPE</u>	<u>NUMBER</u>	<u>PERCENT</u>
Teenagers, 13-18 years	2,738	24.5%
Young adults, 19-25 years without children	1,386	12.4%
Parents with kids up to the age of 18	2,995	26.8%
Pre-retirement citizens	972	8.7%
Senior citizens and/or retired	760	6.8%
Other (not specified)	2,324	20.8%
TOTAL	11,175	100%

Approximately 75% of the leaders were either teachers or in food related professions (see Table 2 below). This has implications for the overall rating of the kit which was from good (32%) to excellent (66%). Also, the average rating given each of the sections of the kit was between good and excellent. The same rating was given to the Poster Package, Selected Readings and Sample Food Labels. The vast majority of leaders felt that it was easy to borrow the kit, that it

was available long enough as well as when needed. When asked if they would like to purchase it, 66% said yes, and quoted an average price of \$74.

TABLE 2
LEADER OCCUPATION

<u>CATEGORY</u>	<u>NUMBER</u>	<u>PERCENT</u>	<u>CUM. PERCENT</u>
Teacher	155	32.5%	32.5%
Nutritionist	57	11.9%	44.4%
Home Economist	57	11.9%	56.3%
Dietician	43	9.0%	65.3%
Food Talk Project Leader or Member	45	9.4%	74.7%
Employed Professional	61	12.8%	87.5%
Houseperson	30	6.3%	93.8%
Student	11	2.3%	96.1%
Registered Nurse	11	2.3%	98.4%
Social Assistance/Welfare	3	0.7%	99.1%
Volunteer	2	0.5%	99.6%
Technical or Semi-Pro	1	0.2%	99.8%
Unemployed	<u>1</u>	<u>0.2%</u>	<u> </u>
	477	100%	100%

Most audiences were part of an existing association (87%) and over half (58%) of these were related to the area of education. Not surprisingly, 86% of the audiences were female. The interest level of the audience reported by the group leader was very enthusiastic in the majority of cases (84%). Meeting times for the groups generally

took place during the week (83%), with an even distribution of morning, afternoon and evening sessions. The average session was 1 1/2 hours long.

A number of suggestions were offered by the group leaders including the two most frequently mentioned "improvement in written content and improvement in A/V presentation". Table 3 shows the distribution.

TABLE 3
SUGGESTIONS FOR PROGRAM IMPROVEMENT

<u>TYPE OF SUGGESTION</u>	<u>FREQUENCY</u>	<u>PERCENT</u>
Improvement - Written Content	60	31.4%
Improvement - A/V Presentation	45	23.6%
Improvement - Written Style/Format	23	12.0%
Improvement - Sample Packages and Labels	12	6.2%
Improvement - Publications	7	3.7%
Improvement - Posters	7	3.7%
Shopping Hints	8	4.2%
Price Information Updating	10	5.2%
Cut Length of Evaluations	<u>19</u>	<u>10.0%</u>
	191	100%

2.4 Conclusions and Recommendations

2.4.1 Conclusions

The program goals, both for types of audiences and number of completed questionnaires, were decided without any form of pre-test-

ing as to their feasibility. The assumption was made that the program would be fully operational on September 1, 1979, and that the kits would circulate continuously with a completed questionnaire for each use. Also, there was no time allotted for the district officers to become familiar with the kit or to develop a marketing strategy. The questionnaire itself probably had a lot to do with the number of users returning the kit under the heading of "consultation only".

2.4.2 Recommendations

- That the Food Basics program goals, both for types of audiences and number of completed questionnaires, be considered only as regional indicators and not be regarded as a yardstick against which to measure program success.
- That future programs incorporate some form of market research or pre-testing indicating the type of need and potential users before objectives are finalized.
- That the present 6 page leader questionnaire be dropped permanently.
- That a new one page audience questionnaire be developed and used for a limited time.
- That the Food Basics kit be broken down and packaged into individual sections, particularly the Grocery Store Game which is used over 90% of the time when only one topic is covered.
- That a marketing seminar be made available for officers who are required to promote a new program, particularly for those who have a limited knowledge in the new program area, and are expected to respond to potential users' questions.
- That more emphasis be placed on the Canadian content of the kit.
- That consideration be given to offering the kit for sale to school boards and other interested organizations.
- That requests for kit consultations be accorded the same stature as completed evaluations.
- That a system be developed for district officers to interchange ideas with regard to facilitating program objectives.

- . Finally, that the resources available at the district office level be considered with a known commitment from regional managers to provide adequate resources and support to their program officers for a maintenance program.

3. IMPACT EVALUATION

3.1 Introduction

The evaluation of Food Basics impact on the final recipient was the final stage in a 3-phase evaluation procedure. Phase 1 involved informal evaluation by group leaders of the type of teaching material provided. Phase 2 involved evaluating the implementation of the Food Basics program in terms of the ease or difficulty in administering the program at the district office level and in terms of the usefulness of the kits as perceived by group leaders. Section 2 of this report covered that phase of the evaluation. This section covers the results of an evaluation of the impact of a Food Basics learning experience on the final recipients of the program.

3.2 Research Methodology

3.2.1 Sections of Food Basics Kit Tested

The Food Basics kit contains nine sections. Each section may be used separately as material for one to two hour group sessions. Two of the sections were selected for evaluation:

- The Grocery Store Game: an 8 minute slide and tape show which follows four different consumers on grocery shopping trips. It explores good food shopping practices at the planning and point-of-sale stages.
- Shopping Safeguards: A program outline with background information designed to alert consumers to enticements to overspend in the grocery store.

The Grocery Store Game was selected as an evaluation focus because it was the most popular single section (91% of groups used the Grocery Store Game portion). In addition the Grocery Store Game was the only section of the Food Basics kit that was totally self-contained. In contrast the other eight Food Basics kit sections con-

tained material to be used as part of a group leaders presentation. Shopping Safeguards was selected for evaluation because it typified this type of use and because it was reasonably popular (38% of groups used material from Shopping Safeguards).

3.2.2 Impact Measurements

The objective of the Food Basics program is the transmission of information. As such, the appropriate measures were questions of fact. Questionnaires were designed (see Appendix A) to elicit the extent to which consumers were aware of various facts emphasized in the "Grocery Store Game" and the "Shopping Safeguards" sections.

Three questionnaires were designed. Each questionnaire took from 5 to 10 minutes to complete. Questionnaire forms A and B covered different aspects of the material in the "Grocery Store Game". Questionnaire form S covered the main points from "Shopping Safeguards". These questionnaires were informally pre-tested for ease of comprehension. Tables 4, 5, and 6 on the following pages list the questions and correct answers that were used.

TABLE 4GROCERY STORE GAME (A): A LIST OF QUESTIONS AND ANSWERS

1. Question: Using coupons at the grocery store can save you the most money when they are used for items that:
Answer: You regularly buy.
Keyword: Coupons
2. Question: The difference between the most expensive fancy grade and the less expensive choice and standard grades is:
Answer: The taste and appearance of the food.
Keyword: Fancy/choice.
3. Question: The store has run out of its advertised special which you had planned to buy. You can:
Answer: Ask the store manager for a raincheck.
Keyword: Raincheck.
4. Question: You can save the most on your grocery bill by first checking to see what stores have "on special" the items that are on your shopping list, and then:
Answer: Shopping at one store where most of the specials are those that are on your list.
Keyword: "On special".
5. Question: If the picture of the label of a pre-packaged fish item shows four pieces, then:
Answer: There must be at least four pieces of fish in the package.
Keyword: Pieces on label.
6. Question: If the label on a meat, fish or poultry product says "previously frozen", you should:
Answer: Cook it right away, and then refreeze it or eat it.
Keyword: "Previously frozen".
7. Question: Canada's food guide is basically designed to:
Answer: Help you plan your weekly menu.
Keyword: Food guide.

-
1. Keywords for each question have been chosen to make later reference to specific questions more understandable. The listed keywords will be used in all tables to represent the indicated question and answer.

TABLE 5**GROCERY STORE GAME (B): LIST OF QUESTIONS AND ANSWERS**

1. Question: Using coupons at the grocery store can save you the most money when they are used for items that:
Answer: You regularly buy.
Keyword: Coupons.
2. Question: The "best before" date on prepackaged perishable foods tells you that:
Answer: Up to that date the food is at its peak quality.
Keyword: "Best Before".
3. Question: A grocery shopping list is an excellent reminder and also helps you:
Answer: Avoid buying unnecessary items.
Keyword: List helps.
4. Question: The shelves of some grocery stores display unit prices. Unit prices refer to:
Answer: The total price of an item broken down by weight or volume.
Keyword: Unit prices.
5. Question: You should look for the best price for a given item in the grocery store:
Answer: on the shelves above or below eye level.
Keyword: Best price at.
6. Question: In the grocery store, the meat cuts now have new names. For instance, spencer roast is now called:
Answer: a rib-eye roast.
Keyword: Spencer roast.
7. Question: Ingredients in pre-packaged foods are listed on the label:
Answer: in order of decreasing quantities.
Keyword: Ingredients.

-
1. Keywords for each question have been chosen to make later reference to specific questions more understandable. The listed keywords will be used in all tables to represent the indicated question and answer.

TABLE 6SHOPPING SAFEGUARDS: LIST OF QUESTIONS AND ANSWERS

1. Question: Using coupons at the grocery store can save you the most money when they are used for items that:
Answer: You regularly buy.
Keyword: ¹ Coupons.
2. Question: The difference between the most expensive fancy grade and the less expensive choice and standard grades is:
Answer: The taste and appearance of the food.
Keyword: Fancy/choice.
3. Question: The store has run out of its advertised special which you had planned to buy. You can:
Answer: Ask the store manager for a raincheck.
Keyword: Raincheck.
4. Question: Most grocery stores are laid out with necessary items such as meat, produce and dairy products along the outside walls. These floor plans are designed to:
Answer: Tempt you to cover as much of the store as possible increasing the likelihood of more purchases.
Keyword: Floor plan.
5. Question: Grocery stores often display companion items such as a can opener in the canned goods sections in order to:
Answer: Increase the chances you will buy both items.
Keyword: Companion items.
6. Question: Grocery stores often have at least one "weekly special" which is a product sold at a greatly reduced price. They advertise these "loss leaders" because:
Answer: They are trying to draw you into their store so that you'll buy other items as well.
Keyword: "Loss leaders".
7. Question: You should look for the best price for a given item in the grocery store:
Answer: on the shelves above or below eye level.
Keyword: Best price at.
8. Question: Grocery items that are priced "3 for ___" or "2 for ___" are:
Answer: usually still at the regular price.
Keyword: Priced "3 for ___".

-
1. Keywords for each question have been chosen to make later reference to specific questions more understandable. The listed keywords will be used in all tables to represent the indicated question and answer.

3.2.3 Data Collection Procedures

The basic procedure involved using as experimental units intact groups which requested the appropriate sections of the Food Basics kit. Any one group served either as a pre- or a post-exposure group. A pre-exposure group was one which answered the questionnaire before exposure to kit materials. A post-exposure group answered the questionnaire after exposure to kit materials. Both the pre- and post-exposure groups answered the identical questionnaires.

No group was exposed to both the pre- and the post-questionnaire. There were two reasons for this. First, the time available in a group session is limited and doing the questionnaire twice was prohibitive. Second, and more important, exposure to the questions before the kit material would have unduly sensitized the recipients to the information covered by the questions. Any post-exposure questioning of these recipients would not represent a fair test of the impact of Food Basics.

Participation in the study depended on voluntary agreement of selected group leaders. Each of the 25 CCAC district offices involved in the Food Basics program were requested to ask six group leaders to volunteer. Four of these group leaders should have indicated that they intended to use the "Grocery Store Game" section of the kit. The other two leaders should have indicated intentions to use the "Shopping Safeguards" section.

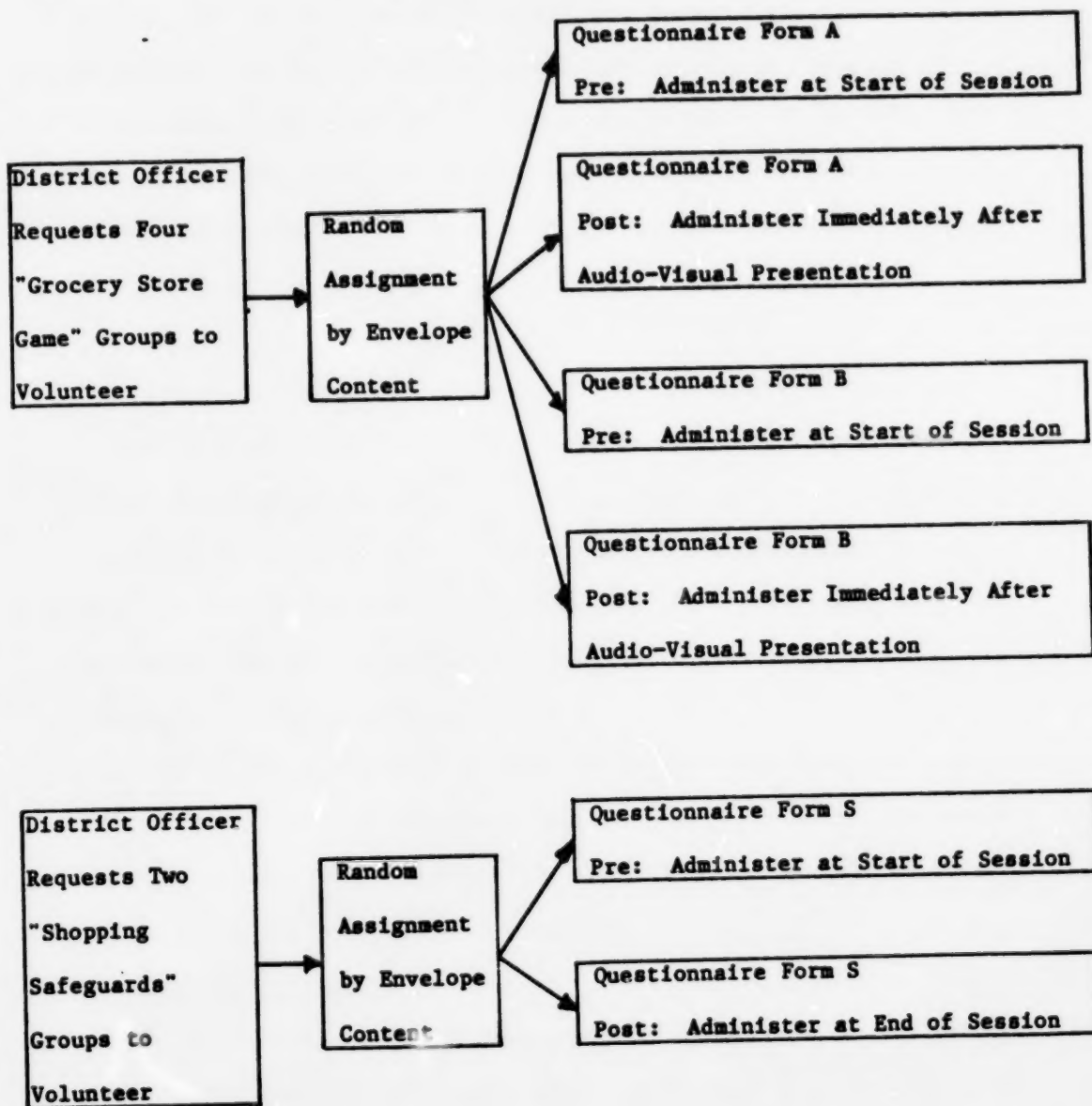
Once the group leaders had agreed to participate, they were given a sealed envelope at the same time as they receive the Food Basics kit. The outside of the envelope only indicated which section ("Grocery Store Game" or "Shopping Safeguards") was to be evaluated.

Inside the envelope were instructions to the group leader (see Appendix B) and another sealed envelope. This second envelope contained a leader's questionnaire (describing the characteristics of the group) and 60 copies of the recipient knowledge questionnaire.

The instructions to the group leader emphasized three points:

- . when the leader was to administer the questionnaires (pre-exposure or post-exposure);
- . that the leader was to keep the inner envelope sealed until it was time to administer the questionnaire; and
- . that the leader was to collect the questionnaires from the recipients immediately after completion of the questionnaire.

The envelopes were made available to the district office in a random order. Given that each envelope was sealed, the procedure insured that the assignment of groups to experimental conditions was random. Exhibit 1 below illustrates the procedure.

EXHIBIT 1SUMMARY OF DATA COLLECTION PROCESS

It is worth pointing out that the post-exposure conditions for the "Grocery Store Game" and the "Shopping Safeguards" were not equivalent. In the "Grocery Store Game" the leader was instructed to administer the questionnaires immediately after the tape and slide presentation and before any further presentation. In the "Shopping Safeguards" the leader was instructed to administer the questionnaires during the last 15 minutes of the group session (allowing 5 minutes to go over the correct answers after the questionnaires are turned in to the leader).

The variations were due to the different natures of the two sections. "Grocery Store Game" is a discrete audio-visual presentation. In the usual group settings the "Grocery Store Game" is presented as a group warm-up to be followed by the leader's presentation of whatever material he/she wishes. As such, the most appropriate point to administer the questionnaires was after the audio-visual material and before the leader's presentation.

The "Shopping Safeguards" section, on the other hand, is a presentation outline with documentation material for an entire group session. Therefore the appropriate point to administer the questionnaire was at the very end of the session.

3.2.4 Sampling Results

A total of 49 recipient groups participated in the impact evaluation. This was only 33% of the anticipated number of groups (150 groups were planned, 6 groups in each of 25 CCAC district offices). This low return rate from the CCAC district offices was disappointing and caused analysis problems.

First, the number of recipient groups in any particular experimental condition was small. Table 7 below shows that the number of groups per experimental condition ranged from a low of 5 (Shopping Safeguards: pre-exposure condition) to a high of 12 (Grocery Store Game (A): pre-exposure condition). This problem was compounded by great variation in knowledge among the recipient groups. It was not uncommon to observe differences of 60-80% in the percent correct response to specific questions among groups within the same experimental condition.

The net effect of the small number of groups and large population heterogeneity was to make it not feasible to test for statistical significance in the pre- to post-exposure differences in knowledge. Because of these problems, no tests of statistical significance are reported. Instead, it is suggested that one should look for patterns of consistent results.

The second problem caused by the low response rate was that the characteristics of the participating recipient groups would not necessarily be equivalent in the pre- and post-exposure experimental conditions. With a large number of participating groups, random assignment to experimental conditions should assure equivalence among the conditions. With only a few groups, however, equivalence was difficult to achieve.

Table 7 also lists characteristics of the recipient groups in each experimental group. The similarities or differences in these characteristics provide some insight into the degree of equivalence:

- . Grocery Store Game (A): moderate equivalence. There is reasonable agreement between the pre- and post-exposure conditions. Relative to the pre, however, the post was a bit younger and participated more in ongoing groups with shorter meeting times. Also the group leader in the post-exposure conditions was less likely to have an occupation in a food related profession.
- . Grocery Store Game (B): virtually no equivalence. The characteristics of the pre condition were almost mirror images of the post condition characteristics. The post (relative to the pre) was younger and met in one time sessions of one hour or less. There was, however, reasonable equivalence in terms of the occupation of the group leader.
- . Shopping Safeguards: equivalent. The pre- and post-exposure conditions have virtually identical characteristics.

The degree of equivalence pre to post affect the extent to which, assuming a true positive effect, the effect is likely to be observable. If the Food Basics kit did generally have a positive impact on recipient knowledge, it is most likely to be observable in the Shopping Safeguard experiment and maybe in the Grocery Store Game (A) experiment. An effect would be least likely to be observable in the Grocery Store (B) experiment.

TABLE 7
CHARACTERISTICS OF PARTICIPATING GROUPS

Characteristics	Group Characteristics						Total #
	Grocery Store Game (A)		Grocery Store Game (B)		Shopping Safeguards		
	Pre #	Post #	Pre #	Post #	Pre #	Post #	
Total groups	12	9	9	8	5	6	49
Type of Audience:							
Teens & young adults	6	6	2	4	4	5	27
Parents & others	6	3	7	3	1	1	21
Type of Group:							
One time session	7	3	3	5	1	1	20
Ongoing group	5	6	6	2	4	5	28
Group leader occupation:							
Teacher	5	5	2	2	4	4	22
Food related profession	4	1	4	4	1	0	14
Other	3	2	3	1	0	2	11
Length of group meetings:							
One hour or less	7	6	2	4	4	4	27
More than one hour	5	3	7	3	1	2	21

1. The numbers of groups for each characteristic add to less than the total 49 because of incomplete information from the group leader cover questionnaire.

3.3 Results

The results of the three experiments: Grocery Store Game (A), Grocery Store Game (B) and Shopping Safeguards are reported in this section in terms of overall results and results broken down by each of the group characteristics. For each table of results, two types of measures are reported:

- "Average number of correct answers": for example, a "4.0" on this measure would indicate that, on average, each individual recipient in the experimental condition answered four questions correctly. The pre to post difference indicates the average improvement (assuming equivalence). A difference score of "+1.0", for example, would mean that recipients in the post-exposure condition generally answered correctly one more question than did recipients in the pre condition (representing approximately 12 - 14% increase in knowledge -- 1/7 or 1/8).
- "Percent who correctly answer each question": indicates the percent of recipients in each experimental condition who correctly answered the question. The difference in percent correct (post-pre) represents, assuming equivalence in groups, the number of recipients who learned this specific piece of knowledge. These differences in percentages were also averaged to provide a general indicator of per question improvement.

3.3.1 Overall Results

Tables 8, 9 and 10 below show the overall results for each experimental condition. In general, the patterns of results for the Shopping Safeguards and the Grocery Store Game (A) tended to suggest a positive shift in knowledge from pre to post. The Grocery Store Game (B) experiment showed no recognizable pattern. Some highlights include:

- Shopping Safeguards: There was a +1.0 difference pre to post in the average number of correct answers along with an average +12.1% shift in percent who answered specific questions correctly.
- Shopping Safeguards: Six out of eight questions showed a positive pre to post shift in percent correct answers. The two negative shifts were quite small (-1.9% and -0.8%).
- Grocery Store Game (A): There was a relatively small +0.4 difference pre to post in the average number of correct answers along with a relatively small average +5.8% shift in percent who answered specific questions correctly.
- Grocery Store Game (A): Six out of seven questions showed a positive pre to post shift in percent correct answers. The one negative shift, however, was fairly large (-24.3%).
- Grocery Store Game (B): No overall pre to post differences were observed.

TABLE 8
GROCERY STORE GAME (A): OVERALL RESULTS

	Total Participants		
	Pre	Post	Difference
# of groups	12	9	—
# of participants	224	148	—
Average number of correct answers (out of 7 questions)	<u>3.8</u>	<u>4.2</u>	<u>+0.4</u>
Percent who correctly answer each question ¹	<u>%</u>	<u>%</u>	<u>%</u>
1. Coupons	21.4	28.4	+6.9
2. Fancy/choice	48.7	24.3	-24.3
3. Raincheck	77.2	83.1	+5.9
4. "On special"	25.9	53.4	+27.5
5. Pieces on label	55.8	58.1	+2.3
6. "Previously Frozen"	74.1	87.8	+13.7
7. Food guide	73.2	81.8	<u>+8.5</u>
Average difference in % correct			+5.8

1. A list of the full questions is shown in Table 4.

TABLE 9
GROCERY STORE GAME (B): OVERALL RESULTS

	Total Participants		
	Pre	Post	Difference
# of groups	9	8	—
# of participants	143	109	—
Average number of correct answers (out of 7 questions)	<u>3.8</u>	<u>3.8</u>	<u>0.0</u>
Percent who correctly answer each question ¹	<u>%</u>	<u>%</u>	<u>%</u>
1. Coupons	27.3	26.6	-0.7
2. "Best before"	38.5	36.7	-1.8
3. List helps	49.7	43.1	-6.5
4. Unit prices	59.4	50.5	-8.9
5. Best price at	72.7	83.5	+10.8
6. Spencer roast	60.1	74.3	+14.2
7. Ingredients	70.6	64.2	-6.4
Average difference in % correct			+0.1

1. A list of the full questions is shown in Table 5.

TABLE 10

SHOPPING SAFEGUARDS: OVERALL RESULTS

	Total Participants		
	Pre	Post	Difference
# of groups	5	6	—
# of participants	98	111	—
Average number of correct answers (out of 7 questions)	<u>3.4</u>	<u>4.4</u>	<u>+1.0</u>
Percent who correctly answer each question ¹	<u>%</u>	<u>%</u>	<u>%</u>
1. Coupons	41.8	42.3	+0.5
2. Fancy/choice	13.3	45.0	+31.8
3. Raincheck	64.3	76.6	+12.3
4. Floor plans	31.6	45.9	+14.3
5. Companion items	31.6	29.7	-1.9
6. "Loss leaders"	37.8	36.9	-0.8
7. Best price at	79.6	89.2	+9.6
8. Priced "3 for ___"	43.9	74.8	<u>+30.9</u>
Average difference in % correct			+12.1

1. A list of the full questions is shown in Table 6.

3.3.2 Type of Audience

Tables 11, 12 and 13 show the results for each experimental condition broken down by younger groups (mostly teenagers and mostly young adults) versus older groups (mostly parents and other groups). The patterns of results in terms of the types of audience seem somewhat confused. Some observations which tend to reflect these confused patterns include:

- . Grocery Store Game (A): Both audience types tended to show positive pre to post shift in both the average number of correct answers and the average percent who answered specific questions correctly. However the changes for the younger groups were fairly small whereas the older groups showed fairly large pre to post differences in knowledge.
- . Grocery Store Game (B): Both audience types showed small negative pre to post shifts on both measures.
- . Shopping Safeguards: The younger audiences tended to show fairly large positive shifts pre to post (both measures). The older audiences tended to show small negative differences. However, the older audiences were represented by only one pre and one post group. The differences, for the older groups therefore, are particularly difficult to interpret.

TABLE 11

GROCERY STORE GAME (A): TYPE OF AUDIENCE

	Type of Audience					
	Mostly Teenagers & Young Adults ¹			Mostly Parents & Others ²		
	Pre	Post	Difference	Pre	Post	Difference
# of groups	6	6	—	6	3	—
# of participants	143	116	—	81	32	—
Average number of correct answers (out of 7 questions)	<u>3.9</u>	<u>4.0</u>	<u>+0.1</u>	<u>3.6</u>	<u>4.7</u>	<u>+1.1</u>
Percent who correctly answer each question ³	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
1. Coupons	14.0	20.7	+6.7	34.6	56.3	+21.7
2. Fancy/choice	53.1	15.5	-37.6	40.7	56.3	+15.5
3. Raincheck	80.4	81.0	+0.6	71.6	90.6	+19.0
4. "On special"	25.9	50.9	+25.0	25.9	62.5	+36.6
5. Pieces on label	60.1	63.8	+3.7	48.1	37.5	-10.6
6. "Previously Frozen"	73.4	86.2	+12.8	75.3	93.8	+18.4
7. Food guide	80.4	84.5	+4.1	60.5	71.9	+11.4
Average difference in % correct			+2.2			+16.0

1. Includes audiences that are "Mostly Teenagers, 13-18 Years" and audiences that are "Mostly Young Adults, 19-25 Years Without Children."

2. Includes audiences that are "Mostly Parents with Kids Up to the Age of 18" and "Other" audiences.

3. A list of the full questions is shown in Table 4.

TABLE 12

GROCERY STORE GAME (B): TYPE OF AUDIENCE

	Type of Audience					
	Mostly Teenagers & Young Adults ¹			Mostly Parents & Others ²		
	Pre	Post	Difference	Pre	Post	Difference
# of groups	2	4	—	7	3	—
# of participants	22	67	—	121	27	—
Average number of correct answers (out of 7 questions)	<u>3.8</u>	<u>3.6</u>	<u>-0.2</u>	<u>3.8</u>	<u>3.7</u>	<u>-0.1</u>
Percent who correctly answer each question ³	%	%	%	%	%	%
1. Coupons	22.7	23.9	+1.2	28.1	33.3	+5.2
2. "Best before"	45.5	40.3	-5.2	37.2	29.6	-7.6
3. List helps	36.4	26.9	-9.5	52.1	63.0	+10.9
4. Unit prices	50.0	52.2	+2.2	61.2	37.0	-24.1
5. Best price at	90.9	79.1	-11.8	69.4	85.2	+15.8
6. Spencer roast	81.8	71.6	-10.2	56.2	66.7	+10.5
7. Ingredients	50.0	61.2	+11.2	74.4	55.6	-18.8
Average difference in % correct			-3.2			-1.2

1. Includes audiences that are "Mostly Teenagers, 13-18 Years" and audiences that are "Mostly Young Adults, 19-25 Years Without Children."
2. Includes audiences that are "Mostly Parents with Kids Up to the Age of 18" and "Other" audiences.
3. A list of the full questions is shown in Table 5.

TABLE 13

SHOPPING SAFEGUARDS: TYPE OF AUDIENCE

	Type of Audience					
	Mostly Teenagers & Young Adults ¹			Mostly Parents & Others ²		
	Pre	Post	Difference	Pre	Post	Difference
# of groups	4	5	—	1	1	—
# of participants	89	95	—	9	16	—
Average number of correct answers (out of 7 questions)	<u>3.3</u>	<u>4.4</u>	<u>+1.1</u>	<u>5.0</u>	<u>4.6</u>	<u>-0.4</u>
Percent who correctly answer each question ³	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
1. Coupons	41.6	43.2	+1.6	44.4	37.5	-6.9
2. Fancy/choice	11.2	43.2	+31.9	33.3	56.3	+23.0
3. Raincheck	60.7	76.8	+16.2	100.0	75.0	-25.0
4. Floor plans	31.5	50.5	+19.1	33.3	18.8	-14.5
5. Companion items	27.0	24.2	-2.8	77.8	62.5	-15.3
6. "Loss leaders"	34.8	38.9	+4.1	66.7	25.0	-41.7
7. Best price at	77.5	90.5	+13.0	100.0	81.3	-18.7
8. Priced "3 for ___"	43.8	70.5	+26.7	44.4	100.0	+55.6
Average difference in % correct			+13.7			-5.4

1. Includes audiences that are "Mostly Teenagers, 13-18 Years" and audiences that are "Mostly Young Adults, 19-25 Years Without Children."

2. Includes audiences that are "Mostly Parents with Kids Up to the Age of 18" and "Other" audiences.

3. A list of the full questions is shown in Table 6.

3.3.3 Type of Group

Tables 14, 15, and 16 show the results for each experimental condition broken down by one-time session groups versus ongoing groups. The patterns of results tend to suggest that ongoing groups learned more than groups in one-time sessions. This was the pattern in both the Shopping Safeguards experiment and the Grocery Store Game (A). Grocery Store Game (B) experiment showed no particular pattern of results. Some highlights include:

- Grocery Store Game (A): The ongoing groups had a +0.7 shift pre to post in the average number of correct answers and averaged a +10.6% shift in the percent who answered specific questions correctly.
- Grocery Store Game (A): Six out of seven questions showed a positive pre to post shift in percent correct answers among the ongoing groups. The one negative shift, however, was fairly large (-34.5%).
- Shopping Safeguards: The ongoing groups had a +1.1 shift pre to post in the average number of correct answers and averaged a +13.4% shift in percent who answered specific questions correctly.
- Shopping Safeguards: Only five out of eight questions showed a positive pre to post shift in percent correct answers among the ongoing groups. The three negative shifts, though, were fairly small (-3.9%, -3.4%, and -0.1%).
- Shopping Safeguards: The one-time session groups tended to show small negative shifts from the pre-exposure condition to the post-exposure conditions. However the pre and the post each included only one group. These differences, therefore, are particularly difficult to interpret.

TABLE 14

GROCERY STORE GAME (A): TYPE OF GROUP

	Type of Group					
	One-Time Session			On-going Group		
	Pre	Post	Difference	Pre	Post	Difference
# of groups	7	3	—	5	6	—
# of participants	112	38	—	112	110	—
Average number of correct answers (out of 7 questions)	<u>4.0</u>	<u>3.8</u>	<u>-0.2</u>	<u>3.6</u>	<u>4.3</u>	<u>+0.7</u>
Percent who correctly answer each question ¹	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
1. Coupons	30.4	28.9	-1.4	12.5	28.2	+15.7
2. Fancy/choice	47.3	50.0	+2.7	50.0	15.5	-34.5
3. Raincheck	73.2	60.5	-12.7	81.3	90.9	+9.7
4. "On special"	30.4	55.3	+24.9	21.4	52.7	+31.3
5. Pieces on label	58.0	39.5	-18.6	53.6	64.5	+11.0
6. "Previously Frozen"	84.8	68.4	-16.4	63.4	94.5	+31.2
7. Food guide	71.4	73.7	+2.3	75.0	84.5	+9.5
Average difference in % correct			-2.7			+10.6

1. A list of the full questions is shown in Table 4.

TABLE 15

GROCERY STORE GAME (B): TYPE OF GROUP

	Type of Group					
	One-Time Session			On-going Group		
	Pre	Post	Difference	Pre	Post	Difference
# of groups	3	5	—	6	2	—
# of participants	47	61	—	96	33	—
Average number of correct answers (out of 7 questions)	<u>3.8</u>	<u>3.7</u>	<u>-0.1</u>	<u>3.8</u>	<u>3.5</u>	<u>-0.3</u>
Percent who correctly answer each question ¹	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
1. Coupons	31.9	29.5	-2.4	25.0	21.2	-3.8
2. "Best before"	36.2	31.1	-5.0	39.6	48.5	+8.9
3. List helps	44.7	37.7	-7.0	52.1	36.4	-15.7
4. Unit prices	57.4	47.5	-9.9	60.4	48.5	-11.9
5. Best price at	66.0	85.2	+19.3	76.0	72.7	-3.3
6. Spencer roast	66.0	73.8	+7.8	57.3	63.6	+6.3
7. Ingredients	74.5	60.7	-13.8	68.8	57.6	-11.2
Average difference in % correct			-1.6			-4.4

1. A list of the full questions is shown in Table 5.

TABLE 16

SHOPPING SAFEGUARDS: TYPE OF GROUP

	Type of Group					
	One-Time Session			On-going Group		
	Pre	Post	Difference	Pre	Post	Difference
# of groups	1	1	—	4	5	—
# of participants	17	7	—	81	104	—
Average number of correct answers (out of 7 questions)	<u>3.6</u>	<u>3.4</u>	<u>-0.2</u>	<u>3.4</u>	<u>4.5</u>	<u>+1.1</u>
Percent who correctly answer each question ¹	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
1. Coupons	11.8	14.3	+2.5	48.1	44.2	-3.9
2. Fancy/choice	5.9	71.4	+65.5	14.8	43.3	+28.5
3. Raincheck	88.2	57.1	-31.1	59.3	77.9	+18.6
4. Floor plans	52.9	14.3	-38.6	27.2	48.1	+20.9
5. Companion items	35.3	14.3	-21.0	30.9	30.8	-0.1
6. "Loss leaders"	41.2	85.7	+44.5	37.0	33.7	-3.4
7. Best price at	70.6	42.9	-27.7	81.5	92.3	+10.8
8. Priced "3 for —"	58.8	42.9	-15.9	40.7	76.9	+36.2
Average difference in % correct			-2.7			+13.4

1. A list of the full questions is shown in Table 6.

3.3.4 Group Leader Occupation

Tables 17, 18, and 19 show the results for each experimental condition broken down by teacher versus food related profession versus other occupations. The patterns of results did not tend to indicate any one occupation type as better than any other in using the Food Basics kit to promote knowledge gains. Some highlights which suggest this lack of occupation related pattern include:

- . Grocery Store Game (A): All three occupation types showed positive pre to post shifts for both the average number of correct answers and the average difference in percent correct. The largest pre to post shifts were seen in groups lead by individuals with a food related profession (+1.2 in the difference in the average number correct and +17.5% in the average difference in the percent correct). However, it is hard to interpret this food related occupation shift because there was only one group in the post condition.
- . Grocery Store Game (B): Relatively small negative shifts were observed pre to post for groups led by teachers and by individuals with a food related profession. A fairly large shift was observed in groups with leaders with other occupations. However, since there was only one group in the post condition having a leader with an "other" occupation, this observation is particularly difficult to interpret.
- . Shopping Safeguards: Lack of participating groups prevented comparisons among food related and other occupations. Among teachers, however, fairly large positive pre to post shifts were observed (+1.2 in the difference in the average number correct and +14.7% in average difference in percent correct).

TABLE 17

GROCERY STORE GAME (A): GROUP LEADER OCCUPATION

Group Leader Occupation

	Teacher			Food Related Profession			Other		
	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
# of groups	5	5	—	4	1	—	3	2	—
# of participants	125	105	—	53	14	—	46	18	—
Average number of correct answers (out of 7 questions)	3.7	4.0	+0.3	3.4	4.6	+1.2	4.4	4.7	+0.3
Percent who correctly answer each question ¹	%	%	%	%	%	%	%	%	%
1. Coupons	13.6	21.9	+8.3	37.7	71.4	+33.7	23.9	44.4	+20.5
2. Fancy/choice	51.2	17.1	-34.1	35.8	57.1	+21.3	56.5	55.6	-0.9
3. Raincheck	78.4	79.0	+0.6	79.2	92.9	+13.7	71.7	88.9	+17.1
4. "On special"	20.8	48.0	+27.8	32.1	64.3	+32.2	32.6	61.1	+28.5
5. Pieces on label	59.2	61.0	+1.8	30.2	21.4	-8.8	76.1	50.0	-26.1
6. "Previously Frozen"	69.6	85.7	+16.1	67.9	100.0	+32.1	93.5	88.9	-4.6
7. Food guide	75.2	83.8	+8.6	58.5	57.1	-1.4	84.8	83.3	-1.4
Average difference in % correct			+4.2			+17.5			+4.7

A list of the full questions is shown in Table 4.

TABLE 18

GROCERY STORE GAME (B): GROUP LEADER OCCUPATION

Group Leader Occupation

	Teacher			Food Related Profession			Other		
	Pre 2	Post 2	Difference —	Pre 4	Post 4	Difference —	Pre 3	Post 1	Difference —
of groups of participants	22	37	—	60	47	—	61	10	—
Average number of correct answers (out of 7 questions)	<u>3.7</u>	<u>3.3</u>	<u>-0.4</u>	<u>4.2</u>	<u>3.6</u>	<u>-0.6</u>	<u>3.4</u>	<u>4.5</u>	<u>+1.1</u>
Percent who correctly answer each question ¹	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
1. Coupons	22.7	24.3	+1.6	40.0	21.3	-18.7	16.4	60.0	+43.6
2. "Best before"	45.5	43.2	-2.2	45.0	36.2	-8.8	29.5	20.0	-9.5
3. List helps	36.4	24.3	-12.0	61.7	42.6	-19.1	42.6	60.0	+17.4
4. Unit prices	50.0	48.6	-1.4	60.0	42.6	-17.4	62.3	70.0	+7.7
5. Best price at	90.9	73.0	-17.9	83.3	83.0	-0.3	55.7	100.0	+44.3
6. Spencer roast	81.9	64.9	-17.0	55.0	70.2	+15.2	57.4	90.0	+32.6
7. Ingredients	50.0	54.1	+4.1	76.7	66.0	-10.7	72.1	50.0	-22.1
Average difference in correct			-6.4			-8.5			+16.3

1. A list of the full questions is shown in Table 5.

TABLE 19
SHOPPING SAFEGUARDS: GROUP LEADER OCCUPATION

Group Leader Occupation									
	Teacher			Food Related Profession			Other		
	Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
of groups	4	4	—	1	0	—	0	2	—
of participants	89	88	—	9	0	—	0	23	—
Average number of correct answers (out of 7 questions)	3.3	4.5	+1.2	5.0	—	—	—	4.2	—
Percent who correctly answer each question ¹	%	%	%	%	%	%	%	%	%
1. Coupons	41.6	45.5	+3.9	4.4	—	—	—	30.4	—
2. Fancy/choice	11.2	40.9	+29.7	33.3	—	—	—	60.9	—
3. Raincheck	60.7	78.4	+17.7	100.0	—	—	—	69.6	—
4. Floor plans	31.5	53.4	+21.9	33.3	—	—	—	17.4	—
5. Companion items	27.0	25.0	-2.0	77.8	—	—	—	47.8	—
6. "Loss leaders"	34.8	35.2	+0.4	66.7	—	—	—	43.5	—
7. Best price at	77.5	94.3	+16.8	100.0	—	—	—	69.6	—
8. Priced "3 for _"	43.8	72.7	+28.9	44.4	—	—	—	82.6	—
Average difference in correct			+14.7			—			—

1. A list of the full questions is shown in Table 6.

3.3.5 Length of Group Meeting

Tables 20, 21, and 22 show the results for each experimental condition broken down by meetings lasting one hour or less versus meetings lasting more than one hour. The patterns of results tend to suggest that longer meetings may be marginally more effective than shorter meetings. For the most part, the differences between the longer and shorter meetings were fairly trivial.

- . Grocery Store Game (A): Both the shorter and the longer meetings had positive pre to post average shifts, though only for the longer meetings were the shifts fairly large (+0.9 in the difference in the average number correct and +13.1% in the average difference in the percent correct).
- . Grocery Store Game (B): Small negative shifts were observed for both meeting lengths.
- . Shopping Safeguards: Small positive shifts were observed for both meeting lengths.

TABLE 20

GROCERY STORE GAME (A): LENGTH OF GROUP MEETING

	Length of Group Meeting					
	One Hour or Less			More Than One Hour		
	Pre	Post	Difference	Pre	Post	Difference
# of groups	7	6	—	5	3	—
# of participants	137	116	—	87	32	—
Average number of correct answers (out of 7 questions)	<u>3.7</u>	<u>4.0</u>	<u>+0.3</u>	<u>3.8</u>	<u>4.7</u>	<u>+0.9</u>
Percent who correctly answer each question ¹	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
1. Coupons	15.3	20.7	+5.4	31.0	56.3	+25.2
2. Fancy/choice	53.3	15.5	-37.8	41.4	53.6	+14.9
3. Raincheck	82.5	81.0	-1.4	69.0	90.6	+21.7
4. "On special"	19.7	50.9	+31.2	35.6	62.5	+26.9
5. Pieces on label	60.6	63.8	+3.2	48.3	37.5	-10.8
6. "Previously Frozen"	69.3	86.2	+16.9	81.6	93.8	+12.1
7. Food guide	75.2	84.5	<u>+9.3</u>	70.1	71.9	<u>+1.8</u>
Average difference in % correct			+3.8			+13.1

1. A list of the full questions is shown in Table 4.

TABLE 21

GROCERY STORE GAME (B): LENGTH OF GROUP MEETING

	Length of Group Meeting					
	One Hour or Less			More Than One Hour		
	Pre	Post	Difference	Pre	Post	Difference
# of groups	2	4	—	7	3	—
# of participants	17	61	—	126	33	—
Average number of correct answers (out of 7 questions)	<u>3.9</u>	<u>3.6</u>	<u>-0.3</u>	<u>3.8</u>	<u>3.6</u>	<u>-0.2</u>
Percent who correctly answer each question ¹	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
1. Coupons	47.1	26.2	-20.9	24.6	27.3	+2.7
2. "Best before"	52.9	44.3	-8.6	36.5	24.2	-12.3
3. List helps	52.9	26.2	-26.7	49.2	57.6	+8.4
4. Unit prices	52.9	54.1	+1.2	60.3	36.4	-24.0
5. Best price at	82.4	78.7	-3.7	71.4	84.8	+13.4
6. Spencer roast	47.1	67.2	+20.1	61.9	75.8	+13.9
7. Ingredients	58.8	62.3	+3.5	72.2	54.5	-17.7
Average difference in % correct			-5.0			-2.2

1. A list of the full questions is shown in Table 5.

TABLE 22

SHOPPING SAFEGUARDS: LENGTH OF GROUP MEETING

	Length of Group Meeting					
	One Hour or Less			More Than One Hour		
	Pre	Post	Difference	Pre	Post	Difference
# of groups	4	4	—	1	2	—
# of participants	89	55	—	9	56	—
Average number of correct answers (out of 7 questions)	<u>3.3</u>	<u>3.5</u>	<u>+0.2</u>	<u>5.0</u>	<u>5.3</u>	<u>+0.3</u>
Percent who correctly answer each question ¹	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
1. Coupons	41.6	36.4	-5.2	44.4	48.2	+3.8
2. Fancy/choice	11.2	27.3	+16.0	33.3	62.5	+29.2
3. Raincheck	60.7	61.8	+1.1	100.0	91.1	-8.9
4. Floor plans	31.5	25.5	-6.0	33.3	66.1	+32.8
5. Companion items	27.0	18.2	-8.8	77.8	41.1	-36.7
6. "Loss leaders"	34.8	38.2	+3.4	66.7	35.7	-31.0
7. Best price at	77.5	87.3	+9.7	100.0	91.1	-8.9
8. Priced "3 for ___"	43.8	52.7	+8.9	44.4	96.4	+52.0
Average difference in % correct			+2.4			+4.0

1. A list of the full questions is shown in Table 6.

3.4 Conclusion

3.4.1 Summary

Table 23 below summarizes the findings of the average number of questions answered correctly. The findings are reported in terms of post-pre differences broken out in total and by each of the group characteristics. Larger differences are highlighted by boxing all differences of 1.0 or larger (approximately 12-14% average difference in knowledge).

Table 24 below summarizes the findings of the average post-pre differences in the percent answering each question correctly. The findings are broken out in total and by each of the group characteristics. Larger differences are highlighted by boxing all differences of 10% or more.

These two measures of knowledge shift tend to demonstrate the same pattern of results:

- . All large differences (1.0 average number correct and 10% answer correctly) are positive.
- . The smaller differences are positive in some instances and negative in others.
- . The Shopping Safeguard experiment tended to show relatively strong total positive differences (+1.0 difference in average number correct and +12.1% average difference in percent answer correctly).
- . The Grocery Store Game (A) experiment tended to show moderate total positive differences (+0.4 difference in average number correct and +5.8% average difference in percent answer correctly).
- . The Grocery Store Game (B) experiment did not tend to show any total differences.

TABLE 23SUMMARY: DIFFERENCES IN THE AVERAGE NUMBER OF QUESTIONSANSWERED CORRECTLY (POST-PRE)

In the table below the post-pre differences are indicated. In parentheses next to each difference are the number of participating groups in the pre followed by the number of participating groups in the post.

	Post-Pre Differences		
	Grocery Store Game		Shopping Safeguards
	A	B	
	#	#	#
Total	+0.4 (12,9)	0.0 (9,8)	+1.0 (5,6)
Type of audience:			
Teens & young adults	+0.1 (6,6)	-0.2 (2,4)	+1.1 (4,5)
Parents & others	+1.1 (6,3)	-0.1 (7,3)	-0.4 (1,1)
Type of group:			
One-time session	-0.2 (7,3)	-0.1 (3,5)	-0.2 (1,1)
Ongoing	+0.7 (5,6)	-0.3 (6,2)	+1.1 (4,5)
Group leader occupation:			
Teacher	+0.3 (5,5)	-0.4 (2,2)	+1.2 (4,4)
Food related profession	+1.2 (4,1)	-0.6 (4,4)	— (1,0)
Other	+0.3 (3,2)	+1.1 (3,1)	— (0,2)
Length of group meeting:			
One hour or less	+0.3 (7,6)	-0.3 (2,4)	+0.2 (4,4)
More than one hour	+0.9 (5,3)	-0.2 (7,3)	+0.3 (1,2)

TABLE 24

SUMMARY: AVERAGE DIFFERENCE IN THE PERCENT ANSWERINGEACH QUESTION CORRECTLY (POST-PRE)

In the table below the post-pre differences are indicated. In parentheses next to each difference are the number of participating groups in the pre followed by the number of participating groups in the post.

	Post-Pre Differences		
	Grocery Store Game		Shopping
	A	B	Safeguards
	#	#	#
Total	+5.8 (12,9)	+0.1 (9,8)	+12.1 (5,6)
Type of audience:			
Teens & young adults	+2.2 (6,6)	-3.2 (2,4)	+13.7 (4,5)
Parents & others	+16.0 (6,3)	-1.2 (7,3)	-5.4 (1,1)
Type of group:			
One-time session	-2.7 (7,3)	-1.6 (3,5)	-2.7 (1,1)
Ongoing	+10.6 (5,6)	-4.4 (6,2)	+13.4 (4,5)
Group leader occupation:			
Teacher	+4.2 (5,5)	-6.4 (2,2)	+14.7 (4,4)
Food related profession	+17.5 (4,1)	-8.5 (4,4)	— (1,0)
Other	+4.7 (3,2)	+16.3 (3,1)	— (0,2)
Length of group meeting:			
One hour or less	+3.8 (7,6)	-5.0 (2,4)	+2.4 (4,4)
More than one hour	+13.1 (5,3)	-2.2 (7,3)	+4.0 (1,2)

3.4.2 Discussion

The results are based on a fairly small number of recipient groups. Care must be exercised, therefore, to not over-interpret the results. Even so, it does appear that the Food Basics kit had a positive knowledge impact on program recipients. While there were a number of fluctuations in the results, these fluctuations tended to correspond to areas of greatest sampling difficulty (either a particularly small number of groups or a noticeable non-equivalency in group characteristics between the pre- and post-exposure conditions).

The Food Basics kit does not appear to be limited in its effect to any particular type of recipient group. Positive findings were observed for younger and older groups and for varied types of group leader occupations. There was a mild suggestion that perhaps the slightly longer meetings might be marginally superior. Lastly, there was a fairly strong suggestion that ongoing groups benefited more than one-time sessions.

4. CONCLUDING COMMENTS

The Food Basics program involved three levels: the CCA district officer level; the group leader level; and the final recipient level. The performance of the Food Basics program on all three levels was evaluated. The following comments summarize the major findings:

- . Reactions of district officers to the Food Basics program differed widely. The three most common were (1) district officers who were enthusiastic; (2) district officers who thought the program was an irritating but manageable bother; and (3) district officers who had difficulty with the kits. These differences were largely due to differences among the districts in terms of regional needs, district office resources, and district officers' knowledge in the food and nutrition area.
- . Largely as a consequence of these problems, goals for numbers and types of final users were not achieved by the Food Basics program.
- . There was reasonable agreement among the reactions to the Food Basics program by the group leaders. In general they were appreciative of the material. In particular they were enthusiastic about its Canadian content.
- . The majority of group leaders also indicated they would appreciate the opportunity to buy the kit so they could have it as a permanent part of their materials.
- . There were, however, complaints that the kit was too bulky and too complex for the less knowledgeable group leader.
- . The impact of the Food Basics program on recipient knowledge was generally positive. However the small number of groups which participated in the final phase of the evaluation, coupled with the apparently relatively small impact of a single Food Basics session made it difficult to conclude much about the program on the final recipient level.

5. OVERALL RECOMMENDATIONS

The evaluation of the implementation and the impact of the Food Basics program provided information and an experience base relevant to three areas of recommendation: the Food Basics program itself; the future development of other similar programs; and the process of evaluating CCAC programs. Recommendations in each area will be discussed separately.

5.1 Recommendations for the Food Basics Program

As noted in Section 4, there were both positives and negatives concerning the Food Basics program which emerged from the phases of the evaluation. Given these positives and negatives, the following recommendations are made:

- . That the program be continued but with reduced expectations of the level of usage.
- . That the Food Basics program goals, both for types of audiences and number of completed questionnaires, be considered only as regional indicators and not be regarded as a yardstick against which to measure program success.
- . That the Food Basics kit be broken down and packaged into individual sections, particularly the Grocery Store Game,
- . That consideration be given to offering the kit for sale to school boards and other interested organizations.
- . That more emphasis be placed on the Canadian content of the kit.

5.2 Recommendations for Future Programs

Part of the implementation evaluation involved visits to several CCA district offices. These meetings pointed out several problems with the introduction of the Food Basics program that have implications for the implementation of similar future programs. Based on

this experience, the following recommendations are offered:

- . That before future programs finalize objectives, some form of market research or pre-testing of the types of needs and potential users be performed.
- . That the goals take into account the resources available at the district office level. Additionally, a known commitment from regional managers to provide adequate resources and support should be made.
- . That the plans for introducing the new program to the CCA districts include making a marketing seminar available for officers who are required to promote the new program. This is particularly important for those officers who have limited knowledge in the new program area and who are expected to respond to potential users' questions.
- . That a system be developed for district officers to interchange ideas with regard to facilitating the new program.

5.3 Recommendations for the Conduct of Future Program Evaluations

The following are recommendations appropriate for comprehensive evaluations of new programs.

- . Program goals should be defined in terms of the number and types of individuals to be reached by the program. In addition, the goals should define the desired consequences for those targeted individuals.
- . In addition to goals, minimum program objectives should be established. These objectives should be such that failure to achieve them would constitute sufficient grounds to cancel or revise the program.
- . Full consideration should be given to the multi-level characteristic of many CCA programs. Goals and objectives should be established for each level. (For example, the Food Basics program impacted on the district officer level, the group leader level, and the final recipient level. All three levels were evaluated.)
- . A trained evaluator should participate with program designers in planning the introductory implementation of the program.
- . The evaluation process and the measuring instruments (e.g. surveys) should be as simple as possible. The more complex the program is, the more essential is this recommendation.

Lastly, thought should be given to the need for a comprehensive

evaluation. Consideration should be given to the importance of the program (cost and/or potential consequences) and to the degree of novelty of the program (the extent to which the program is a marked departure from past CCA practice). In most cases, partial evaluations (evaluations on one level or of some objectives) will be sufficient.

APPENDIX A

GROUP LEADER QUESTIONNAIRE
FROM IMPLEMENTATION EVALUATION

SECTION C

C.C.A.C. District Office: _____

FOOD BASICSGENERAL LEADER'S EVALUATION

Dear Leader:

As part of our ongoing efforts to provide consumer information programs, we are interested in your experiences when using the Food Basics Kit. Your comments and reactions will be of great assistance to us in our efforts to improve the Food Basics program.

Please complete one evaluation each time you use the kit with a different audience. Where applicable, please indicate your choice by circling the appropriate response.

Thank You.

Date: _____

1. How many meetings have you conducted using the Food Basics program with this audience? _____
2. When was (were) the meeting(s) held?
 - (a) weekday morning
 - (b) weekday afternoon
 - (c) weekday evening
 - (d) weekend
3. Approximately how long was each meeting on average? _____
4. Which of these 9 topics have you covered in your meeting(s) using the Food Basics program?
 - (a) The Grocery Store Game (A/V program)
 - (b) Planning Your Food Dollar
 - (c) Milk and Milk Products
 - (d) Bread and Cereals
 - (e) Fruits and Vegetables
 - (f) Meat and Alternates
 - (g) Convenience and Other Foods
 - (h) Shopping Safeguards
 - (i) Behind the Scenes with Consumer and Corporate Affairs Canada
 - (j) Other, please describe _____
5. In the presentation of any of the above topics did you use
 - (a) all of the sections of the accompanying Leader's Guide(s)
 - (b) some of the sections of the accompanying Leader's Guide(s)
 - (c) none of the sections of the accompanying Leader's Guide(s)

If (b), please specify which sections _____

6. Could you please describe the characteristics of your audience in the space provided below? For example:

- (a) teenagers - 13-18 years
- (b) young adults 19-25 without children
- (c) parents with children up to the age of 18
- (d) pre-retirement citizens
- (e) senior citizen and/or retired
- (f) Other type of group: _____

Audience: (Please supply as much detail as is possible.) _____

7. Was your audience part of an existing organization/association/club/school/continuing education program?

Yes: _____ No: _____

If Yes above, please specify the name of the organization _____

If No above, please indicate why the audience/group has been getting together, other than Food Basics. _____

8. On average, approximately how many people were in your audience?

- (a) under 10
- (b) 10 - 19
- (c) 20 - 30
- (d) over 30

9. What was the approximate ratio of males to females in your audience?

% male: ____

% female: ____

10. The language of the presentation was:

(a) English

(b) French

(c) Other, please specify _____

11. The name of the community and province/territory in which the program was offered is:

12. What population group would the community fall into?

(a) over 100,000

(b) 50,000 to 100,000

(c) 20,000 to 49,999

(d) under 20,000

13. What is your principal occupation/vocation? (being a full/part-time homemaker is considered to be an occupation). _____

14. What is your background/education/experience in presenting programs, courses, workshops to groups? Please specify. _____

15. Could you describe (if applicable) your background/education/experience in the area of food and nutrition? _____

16. Are you a member of your audience's organization/club/association/school (as a teacher)/continuing education program?

Yes: _____

No: _____

If No to the above, could you please briefly describe how you became involved with your audience and the presentation of the Food Basics Program? _____

17. How did you find out about the Food Basics program?

- (a) You were contacted by Consumer and Corporate Affairs Canada
- (b) You were informed of the program by someone who had previously attended a Food Basics presentation
- (c) You were informed of the Food Basics program by another leader
- (d) By word-of-mouth at a meeting, etc.
- (e) Through a media announcement, club newsletter, etc.
- (f) Other, please specify. _____

18. How would you rate the interest level of your audience/group/association?

- (a) very interested and enthusiastic
- (b) participated without enthusiasm
- (c) totally uninterested

5 = excellent
4 = good
3 = acceptable
2 = poor
1 = totally inadequate

LEADER'S GUIDE TO:	SECTIONS:									
	Intro- duction	Quiz	I	II	III	IV	V	VI	VII	VIII
1. Food Basics: An Introduction								/	/	/
2. The Grocery Store Game		/			/	/	/	/	/	/
3. Planning Your Food Dollar										
4. Food Focus: Milk & Milk Products				i) ii) iii)			/	/	/	/
5. Food Focus: Bread & Cereals				i) ii) iii)			/	/	/	/
6. Food Focus: Fruits & Vegetables				i) ii) iii) iv)			/	/	/	/
7. Food Focus: Meat & Alternates				i) ii) iii)			/	/	/	/
8. Food Focus: Convenience & Other Foods			i) ___ ii) ___	i) ___ ii) ___ iii)			/	/	/	/
9. Shopping Safeguards										/
10. Behind the Scenes with Consumer & Corporate Affairs Canada		/					/	/	/	/

20. Using the same rating scale as in question No. 19, please rate the following components:

<u>COMPONENTS</u>	<u>RATING</u>
(a) Poster Package	_____
(b) Selected Readings	_____
(c) Sample Food Packages and Labels	_____

21. Was the Food Basics Kit:

- | | | |
|--|------------|-----------|
| (a) easy to arrange to borrow | Yes: _____ | No: _____ |
| (b) available when you needed it | Yes: _____ | No: _____ |
| (c) available for a long enough period of time | Yes: _____ | No: _____ |

If No in (c) above, for how long would you like to be able to borrow the Kit? _____

22. Would you use the Food Basics kit again?

Yes: _____ No: _____

If No above, please specify why not. _____

23. Please give the kit an overall rating:

- (a) excellent
- (b) good
- (c) acceptable
- (d) poor
- (e) totally inadequate

24. Are there any suggestions which you or your group could add to any section of the kit (i.e. "shopping hints" as well as your own suggestions for general program improvements)? _____

25. Would you purchase the Food Basics Kit if it were available for sale?

Yes: _____

No: _____

If Yes to the above, in what price range would you realistically expect to find such a kit? Please specify (For example, \$50, \$100, \$200, etc.). _____

APPENDIX B

SURVEY MATERIALS FROM IMPACT EVALUATION:

- . LETTERS OF INSTRUCTION TO GROUP LEADERS
- . GROUP CHARACTERISTIC QUESTIONNAIRE
- . RECIPIENT QUESTIONNAIRES

Dear Group Leader:

Thank you for agreeing to participate in this valuable research project. Your help is particularly appreciated, since it's more important today than ever before for government programs to demonstrate their usefulness.

Listed below are the steps you should follow in administering the questionnaires. The questionnaires are in the attached, sealed manila envelope. Please do not open the manila envelope until it is time to distribute the questionnaires. The envelope is sealed in order that no one, yourself included, has any prior knowledge of exactly which questions will be asked. This is necessary if the study is to ensure that all participating groups are treated equally.

These questionnaires should only take from 5 to 10 minutes to complete. Each questionnaire has only 7 questions on a single page. Each question is a simple question of fact about shopping habits which can provide better value for the food dollar.

Steps to be Completed:

1. Immediately before you plan to show the slides of the Grocery Store Game, tell the audience that there will be a short quiz which will help focus their attention on some of the material to be presented in the upcoming slides.
2. Open the sealed manila envelope. Keep the top questionnaire (which has the answers indicated) for yourself and distribute the remaining, unanswered questionnaires to the group.
3. If any members of the group have any questions about how to answer, please tell them not to worry, but just to do the best they can.
4. When the group has completed the questionnaire, ask everyone to return the questionnaires to you immediately. Please do not continue until the questionnaires have been collected. (NOTE: You may wish to review the correct answers with the audience. This should only be done after the questionnaires have been collected.)
5. Place the completed questionnaires in the enclosed envelope and return the envelope to the Consumer and Corporate Affairs district officer.

Thank you again. Your kind willingness to participate and your careful following of the above steps are essential to a useful and high quality result.

Dear Group Leader:

Thank you for agreeing to participate in this valuable research project. Your help is particularly appreciated, since it's more important today than ever before for government programs to demonstrate their usefulness.

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These questionnaires should only take from 5 to 10 minutes to complete. Each questionnaire has only 7 questions on a single page. Each question is a simple question of fact about shopping habits which can provide better value for the food dollar.

Steps to be Completed:

1. Immediately after you show the slides of the Grocery Store Game (and before begin your own presentation), tell the audience that there will be a short quiz which will help focus their attention on some of the material which was presented in the preceding slides.
2. Open the sealed manila envelope. Keep the top questionnaire (which has the answers indicated) for yourself and distribute the remaining, unanswered questionnaires to the group.
3. If any members of the group have any questions about how to answer, please tell them not to worry, but just to do the best they can.
4. When the group has completed the questionnaire, ask everyone to return the questionnaires to you immediately. Please do not continue until the questionnaires have been collected. (NOTE: You may wish to review the correct answers with the audience. This should only be done after the questionnaires have been collected.)
5. Place the completed questionnaires in the enclosed envelope and return the envelope to the Consumer and Corporate Affairs district officer.

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Listed below are the steps you should follow in administering the questionnaires. The questionnaires are in the attached, sealed manila envelope. Please do not open the manila envelope until it is time to distribute the questionnaires. The envelope is sealed in order that no one, yourself included, has any prior knowledge of exactly which questions will be asked. This is necessary if the study is to ensure that all participating groups are treated equally.

These questionnaires should only take from 5 to 10 minutes to complete. Each questionnaire has only 8 questions on a single page. Each question is a simple question of fact about shopping habits which can provide better value for the food dollar.

Steps to be Completed:

1. At the very beginning of the presentation, tell the audience that there will be a short quiz which will help focus their attention on some of the material to be presented in the upcoming discussion.
2. Open the sealed manila envelope. Keep the top questionnaire (which has the answers indicated) for yourself and distribute the remaining, unanswered questionnaires to the group.
3. If any members of the group have any questions about how to answer, please tell them not to worry, but just to do the best they can.
4. When the group has completed the questionnaire, ask everyone to return the questionnaires to you immediately. Please do not continue until the questionnaires have been collected. (NOTE: You may wish to review the correct answers with the audience. This should only be done after the questionnaires have been collected.)
5. Place the completed questionnaires in the enclosed envelope and return the envelope to the Consumer and Corporate Affairs district officer.

Thank you again. Your kind willingness to participate and your careful following of the above steps are essential to a useful and high quality result.

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Listed below are the steps you should follow in administering the questionnaires. The questionnaires are in the attached, sealed manila envelope. Please do not open the manila envelope until it is time to distribute the questionnaires. The envelope is sealed in order that no one, yourself included, has any prior knowledge of exactly which questions will be asked. This is necessary if the study is to ensure that all participating groups are treated equally.

These questionnaires should only take from 5 to 10 minutes to complete. Each questionnaire has only 8 questions on a single page. Each question is a simple question of fact about shopping habits which can provide better value for the food dollar.

Steps to be Completed:

1. At the very end of the presentation, tell the audience that there will be a short quiz which will help focus their attention on some of the material which was presented in the preceding discussion.
2. Open the sealed manila envelope. Keep the top questionnaire (which has the answers indicated) for yourself and distribute the remaining, unanswered questionnaires to the group.
3. If any members of the group have any questions about how to answer, please tell them not to worry, but just to do the best they can.
4. When the group has completed the questionnaire, ask everyone to return the questionnaires to you immediately. Please do not continue until the questionnaires have been collected. (NOTE: You may wish to review the correct answers with the audience. This should only be done after the questionnaires have been collected.)
5. Place the completed questionnaires in the enclosed envelope and return the envelope to the Consumer and Corporate Affairs district officer.

Thank you again. Your kind willingness to participate and your careful following of the above steps are essential to a useful and high quality result.

TO THE GROUP LEADER
PLEASE INDICATE BY CHECKING OFF

- (1) TYPE OF AUDIENCE: Mostly Teenagers, 13-18 Years _____
Mostly Young Adults, 19-25 Years _____
Without Children _____
Mostly Parents With Kids Up to _____
the Age of 18 _____
Other _____
- (2) TYPE OF GROUP: One Time Session _____
Ongoing Group _____
- (3) GROUP LEADER OCCUPATION: Teacher _____
Food Related Profession _____
Other _____
- (4) LENGTH OF GROUP MEETING: $\frac{1}{2}$ Hour _____
1 Hour _____
 $1\frac{1}{2}$ Hours _____
2 Hours _____
Over 2 Hours _____

THANK YOU.

FOOD BASICS G12

DIRECTIONS: Please answer the following questions as briefly as possible.

1. Using coupons at the grocery store can save you the most money when they are used for items that:

You regularly buy.

2. The difference between the most expensive fancy grade and the less expensive choice and standard grades is:

The taste and appearance of the food.

3. The store has run out of its advertised special which you had planned to buy. You can:

Ask the store manager for a raincheck.

4. You can save the most on your grocery bill by first checking to see what stores have "on special" the items that are on your shopping list, and then:

Shopping at one store where most of the specials are those that are on your list.

DIRECTIONS: Please check the box next to the one statement that best answers each of the following questions.

5. If the picture on the label of a pre-packaged fish item shows four pieces, then:
(x)...there must be at least four pieces of fish in the package
()...there is approximately four pieces of fish in the package
()...there can be any number of pieces of fish in the package
6. If the label on a meat, fish or poultry product says "previously frozen", you should:
()...refreeze it before cooking
(x)...cook it right away, and then refreeze it or eat it
()...treat it as you would a fresh product
7. Canada's food guide is basically designed to:
()...outline all of the various foods available
(x)...help you plan your weekly menu
()...list the ingredients of "staple" foods

FOOD BASICS G21

DIRECTIONS: Please answer the following questions as briefly as possible.

1. Using coupons at the grocery store can save you the most money when they are used for items that:

You regularly buy.

2. The "best before" date on prepackaged perishable foods tells you that:

Up to that date the food is at its peak quality.

3. A grocery shopping list is an excellent reminder and also helps you:

Avoid buying unnecessary items.

4. The shelves of some grocery stores display unit prices. Unit prices refer to:

The total price of an item broken down by weight or volume.

DIRECTIONS: Please check the box next to the one statement that best answers each of the following questions.

5. You should look for the best price for a given item in the grocery store:
- () ...at the ends of the aisles
 - () ...under a large colourful sign
 - (x) ...on the shelves above or below eye level
6. In the grocery store, the meat cuts now have new names. For instance, spencer roast is now called:
- () ...a plate roast
 - () ...a sirloin tip roast
 - (x) ...a rib-eye roast
7. Ingredients in pre-packaged foods are listed on the label
- (x) ...in order of decreasing quantities
 - () ...in order of increasing quantities
 - () ...in an order convenient for the manufacturer

FOOD BASICS S2

DIRECTIONS: Please answer the following questions as briefly as possible.

1. Using coupons at the grocery store can save you the most money when they are used for items that:

You regularly buy.

2. The difference between the most expensive fancy grade and the less expensive choice and standard grades is:

The taste and appearance of the food.

3. The store has run out of its advertised special which you had planned to buy. You can:

Ask the store manager for a raincheck.

4. Most grocery stores are laid out with necessary items such as meat, produce and dairy products along the outside walls. These floor plans are designed to:

Tempt you to cover as much of the store as possible increasing the likelihood of more purchases.

5. Grocery stores often display companion items such as a can opener in the canned goods sections in order to:

Increase the chances you will buy both items.

6. Grocery stores often have at least one "weekly special" which is a product sold at a greatly reduced price. They advertise these "loss leaders" because:

They are trying to draw you into their store so that you'll buy other items as well.

DIRECTIONS: Please check the box next to the one statement that best answers each of the following questions.

7. You should look for the best price for a given item in the grocery store:

() ...at the ends of the aisles
() ...under a large colorful sign
(x) ...on the shelves above or below eye level

8. Grocery items that are priced "3 for ___" or "2 for ___" are

() ...usually at a reduced price
() ...usually done that way to help you stock up on these items
(x) ...usually still at the regular price

